



Prototype

**GRADE 11
ENGLISH LANGUAGE ARTS**

Disseminate freely.

December, 2002

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**MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
2003 ENGLISH LANGUAGE ARTS ASSESSMENT
GRADES 4, 7, 11**

THEMATICALLY FOCUSED

Format for Part 1

Writing to a prompt related to the theme	1 paper scored holistically w/comments	6 pts.	Grades 4, 7 – 2 sessions approx. 45 minutes per session Grade 11 – 1 session approx. 80 minutes* *possible short second piece for Grade 11 requiring reflection on writing, but not requiring portfolio pieces from students
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Format for Part 2 – Reading

<p>Part 2A: Reading Selections # 1 and #2 Each reading text followed by: 10 multiple-choice questions for grades 4 and 7 9 multiple-choice questions for grade 11</p> <p style="text-align: center;">Cross-text Questions</p> <p style="text-align: center;">Across reading texts only 5 multiple-choice questions for grades 4 and 7 7 multiple-choice questions for grade 11</p> <p style="text-align: center;">Part 2A: 25 multiple-choice items</p>	<p>Part 2B: Response to the Reading Selections Grade 4 – Direct question about theme. Grades 7 and 11 – Scenario w/question related to theme.</p> <p style="text-align: center;">Part 2B: = 6 points</p> <p style="text-align: center;">Scored for reading, this piece does not require polished writing.</p>
<p style="text-align: center;">Timing: Grades 4 and 7: Approx. 50 minutes for all of Part 2A. Approx. 50 minutes for all of Part 2B.</p> <p style="text-align: center;">Grade 11: Approximately 60 minutes for all of Parts 2A and 2B.</p>	

Format for Part 3 – Listening

<p style="text-align: center;">One tape per testing session. Tape played once. Selection repeated on tape twice. Notes allowed during and after each play. 10 multiple-choice questions</p>

TEST MUST BE GIVEN IN ORDER AS PRESENTED ABOVE.

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

This test is divided into three parts that are all linked to one theme or important idea. The theme is printed in the upper right-hand corner of every page of your test booklet. Read the theme to yourself as I read it aloud, and keep it in mind as you are taking the test.

In Part 1, you will be presented with a number of ways to write about the theme. You must choose **ONLY ONE** way.

You may use a dictionary, thesaurus, grammar book, and/or spelling book for Part 1. (Students may use these resources **ONLY** during Part 1 of the test.)

We will begin Part 1 by reading the information on page 4. As I read page 4 aloud, please follow along in your test booklet.

PART 1:
WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME:

ACHIEVING OUR DREAMS

Most people believe that dreams are achievable. Some believe dreams are achieved through opportunity; others say it is through hard work. Still other people say dreams are achieved because of natural ability or even luck.

Do **one** of the following:

describe the factors that influence the success or failure of the achievement of dreams

OR

explain why some people achieve their dreams and others do not

OR

consider a time when a dream of yours or someone else's did or did not turn out as you expected

OR

discuss why factors such as natural ability, luck, opportunity, or effort influence the success or failure of one's dreams

OR

write about the given topic in another way.

Your audience will be interested adult readers.

When you are ready, you may begin your draft.

(Students will be given space for freewriting, clustering, outlining, webbing, listing, etc., in their actual assessment booklets.)

PART 1:**CHECKLIST FOR REVISING AND PROOFREADING****DIRECTIONS:**

Use the following checklist as you revise and edit the writing that you have done for Part 1. When you are finished revising, you must write your final copy. Then, proofread your final copy to make sure that all of your revisions have been made.

CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the topic?
- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete?
- Do I use a variety of words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything in my final copy just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

PART 2: READING FOR UNDERSTANDING

READING DIRECTIONS:

This part of the test contains two reading selections. Each selection is followed by 10 multiple-choice questions. Then, you will answer some questions that will ask you to think about both of the selections. You may look back at the selections at any time.

You may underline, highlight, or write notes in your test booklet to help you, but you must mark all of your answers in your Part 2 ANSWER FOLDER.

It is important to keep the theme in mind as you are reading and answering the questions that follow the selections.

Please refer to the copyright page for information about the selections for this part of the test. Permissions for use of the selections do not extend to the internet.

Selections are the same as those that appeared in the prototypes that were mailed to every Michigan public school, district and intermediate school district in 1999. If copies are needed, please e-mail a request to: fedewaw@michigan.gov

DIRECTIONS: Read Selection 1, an excerpt from THE OLD MAN AND THE SEA. Then answer the questions that follow.

Excerpt from “The Old Man and the Sea”

Questions 1-9

1. How are the old man and the fish similar?
 - A Both desire freedom but lack courage.
 - B Both are shadows of what they used to be. *
 - C Both have a lot of fight left in them.
 - D Both are symbols of hopelessness.
2. What does the phrase “I went too far out” have to do with the old man’s life?
 - A He will not be able to achieve his dreams. *
 - B The old man is lost and will not find his way home.
 - C He has drifted away from those who care about him.
 - D He went too far in search of the shark.
3. The old man feels he needs luck
 - A because he is superstitious.
 - B to get people on shore to come to his aid.
 - C because he has lost control over his life. *
 - D to redeem himself in the eyes of other fishermen.
4. How do you know the old man is committed to his dream?
 - A He struggles with himself before he gives up. *
 - B He values the fish more than himself.
 - C He regrets hurting those around him.
 - D He has no regrets when he catches the fish.
5. The Old Man faces all the following internal conflicts EXCEPT whether
 - A he should give up his dream or remain committed to it.
 - B he overestimates his physical strength or makes serious mental errors.
 - C to let the fish go or continue to fight the sharks. *
 - D his dream is noble or whether he is engaged in self-indulgence.

(6-9) Each of the 11th grade reading selections will be followed by 9 multiple-choice questions.

DIRECTIONS: Read Selection 2, an excerpt from RULES OF THE GAME. Then answer the questions that follow.

1. In the "Rules of the Game," what advice would Waverly's mother give to new immigrants?
 - A Educate Americans so they will understand your beliefs.
 - B Adopt new American rules and leave your cultural beliefs behind.
 - C Ignore American rules when they conflict with your cultural beliefs.
 - D Use the wisdom and strength of your own culture to achieve the American dream. *
2. What lessons does Waverly discover about achieving her personal goals through playing chess?
 - A People should know how to compromise.
 - B Success is determined by the amount of time it takes to win.
 - C People need to know what their goals are before making a move. *
 - D Flexible and creative people can invent their own rules.
3. With which of these statements would Waverly's mother MOST LIKELY agree?
 - A Success is mostly luck.
 - B Sticking to your beliefs is more important than winning the game.
 - C Success is measured by what you do and not by what you say. *
 - D Working hard is the key to success.
4. In "Rules of the Game," the wind symbolizes
 - A a powerful force that must be resisted to achieve success.
 - B the internal strength one gets from knowing how to apply rules strategically. *
 - C the conflict between Waverly and her mother.
 - D the thoughts one shares with others.
5. At the end of the story, the important lesson that Waverly learns is that
 - A clever people can talk their way out of difficult situations.
 - B she made critical mistakes when she did not consider the consequences of her actions. *
 - C people are forgiving when they respect personal accomplishments.
 - D she could not avoid conflicts with people in power.

(6-9) Each of the 11th grade reading selections will be followed by 9 multiple-choice questions.

PART 2A: CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 1–5 ask about BOTH of the selections you read. For each question, choose the BEST answer. You may look back at the two selections as often as necessary.

1. What advice would Waverly Jong give to the old man about his circumstances?
 - A Continue to have faith in the system.
 - B Don't give up, because luck is on your side.
 - C Your commitment to your dreams should never weaken.
 - D Don't depend on luck to solve your problems. *

2. What did the old man and Waverly Jong have in common?
 - A Their dreams were difficult to achieve. *
 - B Other people prevented them from achieving their dreams.
 - C They overcame poverty in pursuit of their dreams.
 - D They lacked the appropriate education to achieve their dreams.

3. In BOTH of these selections, successful achievement is
 - A its own reward.
 - B dependent on a successful strategy. *
 - C guaranteed.
 - D the result of a good education.

(4-7) The 11th grade operational test will have 7 cross-text questions.

PART 2B**RESPONSE TO THE READING SELECTIONS**

DIRECTIONS: Write a response to the scenario question that is stated in the box below. Your own ideas and experiences may be used in your response, but you **MUST** refer to information and/or examples from both of the reading selections in Part 2 of this test to be considered for full credit. You may look back at both of the reading selections to help you answer the question at the end of the following scenario.

- Scenario Question: At a recent assembly, a guest speaker offered his views on what it takes to achieve the American dream. At the core of his beliefs is the view that in the United States anyone can achieve the American dream. All it takes, he said, “is commitment, dedication, and hard work.” He further believes that individuals are in control of their own futures and it is up to them to succeed or fail.

SCENARIO RESPONSE

Do you **AGREE** or **DISAGREE** with the speaker? Why? Give details and examples from **BOTH** reading selections in support of your response.

Draft 5/30/02

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grades 7 and 11 - Part 3 Rubric
Response to the Readings Selections**

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection OR makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection OR minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme OR minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections

PART THREE

LISTENING FOR UNDERSTANDING

GENERAL DIRECTIONS:

In this part of the test, you will be listening to one selection related to the theme, **Achieving Our Dreams**. The theme is also printed at the top of each page of this test booklet.

It is important to keep this theme in mind as you are listening and answering the questions that follow the selection.

PART 3: LISTENING FOR UNDERSTANDING

LISTENING DIRECTIONS:

You will be listening to Martin Luther King’s “I Have a Dream” speech. As you listen, think about how the speech relates to the theme **Achieving Our Dreams**.

You will hear the selection **twice**. While you are listening and for a few minutes afterward, you may make notes in the space provided in this test booklet. Then you will be asked to answer 10 multiple-choice questions. You will be able to use your notes to help you answer the questions. All answers are to be marked in your ANSWER FOLDER.

PART 3: LISTENING FOR LISTENING

DIRECTIONS: For each question, choose the BEST answer. You may use your notes to help you.

“I Have a Dream”

Questions 1–10

1. Why did King believe society could overcome the racial problems of the 1960s?
 - A He was encouraged by the large numbers of people who came to listen to his speeches.
 - B He believed the United States government could pass laws prohibiting discrimination.
 - C He believed most white Americans were dissatisfied with the conditions of racial injustice.
 - D He had faith that the American people support the democratic principles upon which this country was based. *
2. The strategy King suggested African-Americans use as a way to take control of their own fate was to
 - A point to the suffering that African-Americans have endured in the past.
 - B appeal to the basic sense of justice in all people. *
 - C rely on the white population to come to their aid.
 - D threaten violence if laws were not changed.
3. Why does King refer to important historical documents throughout his speech?
 - A to encourage people to be patriotic
 - B to point out their lack of relevance in the 1960s
 - C to show the inconsistency between what Americans say they believe and what they do *
 - D to acquaint his audience with their meaning
- 4 Which generalization does King's "I Have a Dream" speech support?
 - A Dreams are attainable when people learn to work for a common goal. *
 - B Overcoming racial injustice means accepting small but positive gains.
 - C Violence is a necessary means when it is used for noble ends.
 - D Southern African-Americans must work harder than others to achieve their dreams.
5. What did King imply about resisting racial injustice?
 - A Resistance must be active, dignified, and disciplined. *
 - B One must be passive when resisting racism.
 - C When confronted with violent acts of racism, people should follow the rule of an-eye-for-an-eye.
 - D Never work with those who have committed racial injustices.

(6-10) Each listening selection will be followed by 10 multiple-choice questions.